

## Textbook Alignment to the Utah Core – 6<sup>th</sup> Grade Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes ☒ No ☐*

Name of Company and Individual Conducting Alignment: Standard Media Services, LLC: David A. Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 6<sup>th</sup> Grade Social Studies Core Curriculum

Title: Macmillan/McGraw-Hill Timelinks: The World ©2009 ISBN#: 978-0-02-152524-9 (2-vol. set)

Publisher: Macmillan/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 89 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0 %

STANDARD I: Students identify the sequence of events that led to the establishment of ancient civilizations.

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0 %

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

*Not covered in TE, SE or ancillaries* ☒

<b>Objective 1.1:</b> Examine the scientific processes of studying cultures over time.				
<b>a.</b>	Archaeology.	SE/TE: 6-7, 22, *54-55, *67, *115, *117, *155 *Related content.		
<b>b.</b>	Anthropology.	SE/TE: 6-7, *8-9, 16 *Related content.		
<b>Objective 1.2:</b> Identify the sequence of history in the Fertile Crescent and ancient Egypt.				
<b>a.</b>	Examine how life in the Fertile Crescent changed over time; e.g., hunter/gatherer to agrarian society.	SE/TE: *20-21, *24-27, 28-33, 35, 38-39, *135 *Related content.		
<b>b.</b>	Trace the development of Egypt as a nation; e.g., three kingdoms, government, economy.	SE/TE: 40-45, 46-51, *155-159 *Related content.		
<b>Objective 1.3:</b> Trace the development of ancient Greece and Rome.				
<b>a.</b>	Examine the sequence of events that led to the development of democracy in ancient Greece.	SE/TE: 81, 82, 84-89, 90-94, 95		
<b>b.</b>	Analyze the events that led to the rise and fall of ancient Rome.	SE/TE: 82, 96-100, 101, 102-109, *181 *Related content.		
<b>STANDARD II: Students trace the development of European history from the Middle Ages to 1900.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>88</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0</u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1:</b> Trace historical events of the Middle Ages and the Renaissance.				
<b>a.</b>	Identify the stages of organization of governance; e.g.,	SE/TE: 178, 180-185, 186-191, 192-		

	Germanic tribes, feudal system, merchant class, city-states.	199, 248-249		
<b>b.</b>	Contrast the economic systems of the feudal manor and the Italian merchant-princes.	SE/TE: *182-183, *189, *193 *Related content.		
<b>Objective 2.2:</b> Describe the development of European countries from 1700 to 1900.				
<b>a.</b>	Examine how European countries developed over time; e.g., politics, war, economics, religion.	SE/TE: 234-238, 240-247, 250-251, 252-257, 258-261, 262-265, 268-269		
<b>b.</b>	Identify major events of revolution and their effect on Europe; e.g., industrial, French, Russian.	SE/TE: 250-251, 252-257, 258-261, 262-266, 280-281		
<b>STANDARD III: Students trace the development of modern Europe from 1900 to the present.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>88</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0</u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1</b> Examine the effects of war and political unrest on Europe.				
<b>a.</b>	Investigate major causes of World War I and World War II; e.g., economics, invasion, tyranny.	SE/TE: 269, 274, 276-277, 279, 284-286		
<b>b.</b>	Identify technological and military developments of World War I and World War II; e.g., trench warfare, airplane, military armament.	SE/TE: 274, 276, 278-279, 286-290, 291, 332		
<b>Objective 3.2:</b> Investigate political and economic development of post-World War II Europe to the present.				
<b>a.</b>	Examine political developments of Europe; e.g., NATO, Cold War, Eastern Europe unrest.	SE/TE: 290, 300-305, 331		
<b>b.</b>	Explore the economic development of Europe; e.g., the Common Market, European Union.	SE/TE: *12-13, *326-327 *Related content.		

STANDARD IV: Students explore the cultures of ancient civilizations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>73</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Explore the culture of the Fertile Crescent and ancient Egypt.				
a.	Examine the role and characteristics of political and social structures in the Fertile Crescent and their significance to the modern world; e.g., Hammurabi’s Code, slave labor, gender roles.	SE/TE: 28-33, 34-39,*135-137, 140-147 *Related content.		
b.	Explore the importance of religion in ancient Egypt; e.g., governance, art, architecture, everyday life, hieroglyphics.	SE/TE: 43-44, 46-51		
Objective 4.2: Explore the cultures of ancient Greece and Rome.				
a.	Compare life in Athens and Sparta; e.g., government, recreation, religion, arts, theatre, science.	SE/TE: *88-89, *90-91, *92-93 *Related content.		
b.	Describe life in ancient Rome; e.g., government, religion, recreation, art.	SE/TE: 96-101, 102-109		
c.	Examine manmade structures of Rome; e.g., aqueducts, roads, Coliseum.	SE/TE: 104		
Objective 4.3: Identify the roots of democratic and republican forms of government.				
a.	Describe the components of Greek democracy; e.g., Assembly, citizenship, banishment.	SE/TE: 91-92		
b.	Describe the representative government of Rome; e.g., Senate, citizenship, non-citizens, slaves, plebeians.	SE/TE: 98-99, 100, 103-105		
c.	Identify important leaders of Greece and Rome; e.g., Pericles, Caesar.	SE/TE: 82, 93, 94-95, 100, 102-105		
Objective 4.4: Participate in democratic processes.				

<b>a.</b>	Take part in establishing classroom rules.	SE/TE: *35, *99, *109, *251, *312 *Related content.		
<b>b.</b>	Compare the responsibilities of a good citizen in the United States to a good citizen in Greece and Rome.	SE/TE: *91, *98-99, *105 *Related content.		
<b>c.</b>	Practice the responsibilities of good citizenship; e.g., patriotism, respect others, be responsible.	SE/TE: *76, *105, *157, *219, *245, *331 *Related content.		
<b>d.</b>	Make a contribution to the school, neighborhood, and community; e.g., academic service learning project.	SE/TE: *76, *219, *331, *333 *Related content.		
<b>e.</b>	Participate in patriotic tradition; e.g., pledge allegiance to the flag.			✓

**STANDARD V: Students examine the development of European culture from the Middle Ages to 1900.**

<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: <u>0</u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.1:</b> Describe life under the feudal system.				
<b>a.</b>	Compare the lives of a feudal lord and serf.	SE/TE: 182-183, 190-191		
<b>b.</b>	Examine the role of religion in everyday life.	SE/TE: 181, 184, 186-189, 197-199		
<b>c.</b>	Describe economic structures of the Feudal system.	SE/TE: 182-183, 190-191		
<b>Objective 5.2:</b> Explore the impact of inventions and new knowledge leading to and during the Renaissance.				
<b>a.</b>	Explore technological and scientific developments of the time period.	SE/TE: 192-195, 198, 230-232		
<b>b.</b>	Examine the influence of merchant princes of Italy on the development of art and architecture.	SE/TE: 192-195		
<b>c.</b>	Identify the Renaissance masters and their contributions to art and architecture, perspective, portraiture, and sculpture.	SE/TE: 192-194		
<b>d.</b>	Analyze the impact of the Reformation on Western Europe.	SE/TE: 198-199		

<b>Objective 5.3:</b> Examine social and economic issues of Europe from 1700-1900.				
<b>a.</b>	Determine the impact of the Industrial Revolution on Europe; e.g., labor, manufacturing, trade, availability of goods.	SE/TE: 258-261, 262-265, 268-269, 270		
<b>b.</b>	Identify the social classes of Europe; e.g., aristocracy, merchants, commoners.	SE/TE: 260-261, *249-251 *Related content.		
<b>c.</b>	Describe the impact of the French and Russian Revolutions on the people of Europe.	SE/TE: 226, 248-251, 276, 280-282		
<b>d.</b>	Describe how social and economic issues led to emigration.	SE/TE: 256, 260-261, 262-269		
<b>STANDARD VI: Students examine the development of European culture from 1900 to the present.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>92</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: <u>0</u> %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 6.1:</b> Analyze the impact of war on Europe.				
<b>a.</b>	Examine the reasons for war; e.g., religion, politics, power, economics.	SE/TE: 267, 269, 276-283, 284-291		
<b>b.</b>	Identify the governance structures of Europe 1900-1945; e.g., fascism, socialism, communism.	SE/TE: 280-283, 285		
<b>c.</b>	Analyze the consequences of war on Europe; e.g., poverty, famine, disease, destruction of life and property.	SE/TE: 274. 281-282, 284-289, 290, 303		
<b>Objective 6.2:</b> Explore the culture and current events of modern Europe.				
<b>a.</b>	Examine governance and economic structures.	SE/TE: 302-304, 326-333		
<b>b.</b>	Explore the effect of world influence on country traditions; e.g., pop music, clothing, food.	SE/TE: *267, *326-327 *Related content.		
<b>c.</b>	Investigate issues facing Europe today; e.g., pollution, economics, social structure, country borders.	SE/TE: 326-333		

<b>STANDARD VII: Students explore the geographical features of ancient civilizations.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>0</u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 7.1:</b> Examine the major physical and political features of early civilizations.				
<b>a.</b>	Compare the physical features surrounding the Fertile Crescent and ancient Egypt; e.g., water, deserts, mountains.	SE/TE: 28-29, 30-31, 40-41, 47, GH10		
<b>b.</b>	Examine the importance of water in the development of civilization.	SE/TE: 2, 17, 25-27, 28-31, 40-41, 52-53, 54-55, 91, 104, GH3		
<b>c.</b>	Analyze the importance of geographical features and climate in agriculture.	SE/TE: 24-27, 28-31, 40-41, 47, 52-55		
<b>d.</b>	Compare historical and modern maps of the region.	SE/TE: 29, 36, 41, 45, 47, 91, 95, 104, 106, 108, 181, 188, 190, 237, 278, 301, GH10-GH11, GH14-GH15, GH16-GH17, GH21		
<b>Objective 7.2:</b> Explain how the physical geography of a region determines isolation or economic expansion.				
<b>a.</b>	Examine the impact of mountains and seas on ancient Greece.	SE/TE: 84-87, *90-95 *Related content.		
<b>b.</b>	Analyze the geographic features that aided Rome's growth; e.g., Mediterranean Sea, Red Sea, Nile River, mountains, plains, valleys.	SE/TE: 96-97		
<b>c.</b>	Compare historical and modern maps of the region.	SE/TE: 29, 36, 41, 45, 47, 91, 95, 104, 106, 108, 181, 188, 190, 237, 278, 301, GH9, GH10-GH11		
<b>STANDARD VIII: Students examine the boundary changes of Europe from the Renaissance to 1900.</b>				

Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <u>63</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>0</u> %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 8.1:</b> Analyze the influence of geographic features in determining country borders.				
<b>a.</b>	Use maps to identify the geographic features of Europe.	SE/TE: 239, 246, GH6-GH7, GH9, GH14-GH15, GH21		
<b>b.</b>	Relate the establishment of countries to the physical features of Europe.	SE/TE: *GH 6-GH7, *GH14-GH15, *GH16-GH17, *GH21 *Related content.		
<b>Objective 8.2:</b> Determine the influence of political change on country borders.				
<b>a.</b>	Compare maps of Europe from 1700 to 1900.	SE/TE: *278 *Related content.		
<b>b.</b>	Describe the role of politics in changing country borders from 1700 to 1900.	SE/TE: *248-251, *262-263 *Related content.		
<b>STANDARD IX: Students analyze European boundary changes from 1900 to the present.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: <u>92</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>0</u> %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 9.1:</b> Investigate the role of invasion on changing political boundaries of Europe.				
<b>a.</b>	Compare the changes in country borders before and after World War I.	SE/TE: 278, *301, GH17 *Related content.		
<b>b.</b>	Locate the Allied and Axis powers during World War II.	SE/TE: *285-289 *Related content.		



<b>c.</b>	Compare pre- and post-World War II boundaries.	SE/TE: 278, 301, 303		
<b>Objective 9.2:</b> Describe the changes in country borders after the breakup of the Soviet Union in 1990 and today.				
<b>a.</b>	Identify the European countries that emerged in 1990.	SE/TE: GH17		
<b>b.</b>	Compare maps of Europe in 1990 with those of today.	SE/TE: 301, GH17		
<b>c.</b>	Identify current political and physical boundaries of modern Europe.	SE/TE: GH17		